

2015: RDG 457-1

Literacy Support for Learners with Special Needs Using Technology

4 Graduate Credits – Simmons College Language and Literacy Graduate Program at TRI

Instructor	Jennifer Edge-Savage, Assistive Technology Graduate Program Director, Simmons College
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Office hours	1 hour before and after class and/or by appointment
Class Wiki	http://rdg457-1tri2015.wikispaces.com/
Class Edmodo Group	28k5uz
Class place & time	<u>Blended Learning Format</u> June 12 6pm-9pm June, 13, 14 & July 8 th 8:30-3:30 Faculty supported online activity in between face-to-face class meetings is expected in lieu of some contact hours. Final Due July 22nd

*All course materials will be made available online.
Plan to visit your course sites regularly for updates and due dates.*



<http://rdg457-1tri2015.wikispaces.com/>



www.edmodo.com

**(Need a QR code scanner for your device? Try Qrafter or Inigma. Try www.qrstuff.com to create one yourself!)*

Course description:

As classrooms increasingly have access to new learning technologies, it is important to support professionals in trying to meet the literacy, learning and assistive technology needs of students who struggle with reading and writing. Primary focus is on technology-based instructional strategies that help to differentiate learning.

Topics include:

- Making adjustments to the computer for learner success
- Light to High tech tools for access to English Language Arts curriculum
- Software to support basic skills acquisition
- Differentiated Instruction using the Read/Write Web and Universal Design for Learning
- Multimedia project-based learning

The content for this course is based on the research of the National Reading Panel Report. General principles of Universal Design are a common theme. Designing multiple ways of receiving information is balanced by considerations for multiple means of expression.

Course Objectives:

Upon completion of the course, each student will be able to:

- Select appropriate technologies to ensure access to reading and writing;
- Select appropriate software or Internet based activity to ensure access to English Language Arts curriculum;
- Design or modify literacy curriculum, instructional materials, and classroom environments for students with a range of learning differences

Course Meeting Dates:

- **Friday June 12th**
 - History/Future of Technology in Education
 - Managing the Learning Environment
 - Operating Systems, Devices, Browsers, and Accessibility
 - Using Online Course Tools
- **Saturday June 13th**
 - File Management, Cloud Storage, Digital Collaboration
 - Introduction to Universal Design for Learning, Assistive Technology and Curriculum Integration
- **Sunday June 14th**
 - Use of iPads to Support Literacy
 - Curriculum Integration models and considerations
 - Making the Curriculum Connection Using Technology
 - Choosing Technology to support the Curriculum
- **Online investigations, activities and discussions between class meetings**
 - Universal Design For Learning Investigations and Discussion (June 17th)
 - Mobile Devices in the Literacy Curriculum Investigation and Discussion (June 24th)
 - Curriculum Integration Project and Reflection (July 1st)
 - Independent Literacy Tool Exploration (Ready for class on July 8th)
- **Wednesday July 8th**
 - Literacy Tool Hands-on Lab & Presentations
 - Teaching and Learning Strategy: Project Based Learning Using Multimedia to Support Literacy
 - In Class Mock Project – Create a multimedia project using choice of tools
 - Authentic Assessment for Project-based Learning
- **Multimedia Project Reflection DUE July 15th**
- **Final Project DUE July 22nd**

Required Readings to inform projects and discussions: (Posted to wikispace)

- Marc Prensky (2005) *Engage Me or Enrage Me: What Today's Learners Demand* Educause Review September/October <https://net.educause.edu/ir/library/pdf/erm0553.pdf>
- Marc Prensky (2008) *The 21st Century Digital Learner* Edutopia <http://www.edutopia.org/ikid-digital-learner-technology-2008>
- Bill Henderson (2004) *Struggling Decoders: Reading Fluently and Making Meaning of Text*. O'Hearn Elementary School. Boston.
- Rose, D, Meyer, A. (1996) *Expanding the Literacy Toolbox*. Scholastic Library Research Paper. Scholastic, Inc.
- Rose, D (2014) *The Future is in the Margins – 2* CAST
- Hitchcock, et all (2002) *Access, Participation and Progress in the General Curriculum*. US DOE, OSEP.
- Edyburn, D (2007) *Technology Enhanced Reading Performance*. Reading Research Quarterly.
- Hecker, L. Urguhart-Engstrom, E. *Chapter 21: Assistive Technology and Individuals with Dyslexia* Course Companion Web Site for Multisensory Teaching of Basic Language Skills, Second Edition
- Wissick, C. (2005) *Written Language: When to Consider Technology*. *Technology in Action*. Vol 1 Issue 6 May 2005. TAM
- AT Solutions Guide - Family Center for Technology and Disabilities
- PAR -Protocol for Accommodations in Reading. Download here: <http://donjohnston.com/par/#.VBobemRdUQ8>
- **Blog Posts:**
How Does Electronic Reading Affect Comprehension? By John Jones <http://dmlcentral.net/blog/john-jones/how-does-electronic-reading-affect-comprehension>
Reading Comprehension: Paper or Screen? By John Jones <http://dmlcentral.net/blog/john-jones/reading-comprehension-paper-or-screen>

Recommended Readings and Resources:

- M. Pugliese, B. Heiman, J. Castellani, M. Ault, M. Bausch, M., & C. Warger (Eds.), *Integrating Technology Into Instruction: What's Working in Inclusive Classrooms*. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.
- Birsh, Judith R. *Multisensory Teaching of Basic Language Skills*. (2011) Third edition. Paul H. Brookes Publishing Co.
- Rose, D. & Dalton, B. (2002). *Using Technology to Individualize Reading Instruction*. In C.C. Block, L. B. Gambrell & M. Pressley (Eds.). San Francisco: Jossey Bass Publishers.
- Warger, C. (editor). (2006) *Technology and Media for Accessing the Curriculum - Instructional Supports for Students with Disabilities*. TAM Division of the Council for Exceptional Children. Reston, VA.
- Myer, A, Rose D., Gordon D. (2014) *Universal Design for Learning: Theory and Practice* CAST, Wakefield, MA
- Hitchcock, Meyer, Rose, Jackson (2002) *Providing New Access to the General Curriculum*. CEC.
- Meo, G. (2008) *Curriculum Planning for All Learners*. CAST
- Pisano, L. (2002) *How To Support Students With Learning Differences - The Assistive Technology and Education Connection* LD Resources Online.

Vendor Resources:

- Don Johnston <https://www.donjohnston.com> (Solo, CoWriter, Start-to-Finish Books, First Author, Readoutloud Bookshare reader)
- Kurzweil <https://www.kurzweilededu.com> (Kurzweil 3000)
- IntelliTools <https://www.intellitools.com> now www.ablenetinc.com (Classroom Suite and IntelliKeys)
- Ablenet <https://www.ablenetinc.com> (Switches, Soundingboard AAC App, etc.)
- Bookshare <https://www.bookshare.org> (FREE Digital Text Repository)
- Assistiveware <https://www.assistiveware.com> (SwitchXS, Keystrokes, Proloquo2go, Pictello)
- Inspiration Software <https://www.inspiration.com> (Inspiration, Kidspiration, Webspiration, Apps)
- Mayer-Johnson <https://www.mayer-johnson.com> (Boardmaker, Speaking Dynamically Pro)
- Texthelp <https://www.texthelp.com> (Read Write Gold and Read Write for Google)
- Inclusive TLC <https://www.inclusivetlc.com> (Chooselt maker, Apps, iPad Peripherals, devices for Low incidence) <http://www.helpkidzlearn.com/shop/online-software/games-and-activities>
- <http://www.raz-kids.com/>
- Crick <https://www.cricksoft.com> (Clicker 6, WriteOnline, Clicker Apps)
- Sonocent Audio Notetaker <http://www.sonocent.com/en/>
- Evernote app and desktop www.evernote.com
- Notability App <http://www.gingerlabs.com/>
- Lexia www.lexialearning.com
- Newsela www.newsela.com
- Epic! www.getepic.com
- ABC mouse www.abcmouse.com

Web 2.0 Tools:

- Edmodo <https://www.edmodo.com>
- Wikispaces <https://www.wikispaces.com>
- Google <https://www.google.com>
- Prezi www.prezi.com
- Padlet
- Powtoon
- Brainshark
- ...and others

Apps:

- Evernote
- Notability
- Explain Everything
- CoWriter
- Voicedream
- Inspiration Maps
- Soundingboard

- Touchcast
- Keynote
- Telagami
- Proloquo2go
- ...and many more to explore

Other Resources:

- <https://www.cast.org>
- <https://www.udlcenter.org>
- <https://www.closingthegap.com>
- <https://www.qiat.org>
- <https://www.fctd.info>
- <https://www.cec.sped.org/>
- <https://www.atia.org>
- <https://www.iste.org>
- <https://www.setsig.iste.wikispaces.net>
- <https://www.joyzabala.com> (SETT Framework for AT)

Interactive Whiteboards:

- <https://www.smarttech.com>
- <https://martinclusion.wikispaces.com/Smart+Inclusion+Home>
- <https://www.promethean.com>

Online Course Management tools: Wiki, Edmodo, Google Drive, etc.

Most of your course tools are located on the **class wiki (read) and edmodo (write)**.

We will also be sharing files via Google Drive:

<https://drive.google.com/folderview?id=0Bw8OzNyBC6opfkhlSFpKUU5EbXVxU2RhCDB3ekZvVmxnUDdjOGZGcDRkS25KV2VqX09RUGc&usp=sharing>

You will be posting assignments and discussions regularly throughout the course. In class there will be a demonstration and orientation session for the course wiki site and edmodo and using google docs and google drive so that everyone will become comfortable using these tools.

There is frequent communication with the class through email, so you will need to ensure that your current email address is available to use. If you use a private email provider such as Hotmail or Gmail, you will need to forward your Simmons email to that private address so that you will be sure to receive all email related to this class. If you don't know how to forward your email, the Help Desk will be glad to show you how to do this.

Getting access to wiki and other resources developed to support this course

WIKI: Assignments, description of course modules, required readings and other resources are available on our class wiki. To use the course wiki, go to <http://rdg457-1tri2015.wikispaces.com/>

Go to the website above which is the class wiki. In the upper left you will see a button labeled "JOIN". Please go through the steps of joining wikispaces.

1) Go to <http://www.wikispaces.com/>

2) Look on the upper right corner of the page and find the "sign in" button.

- 3) When prompted to create a user name and password, please remember to use your name in some recognizable fashion.
- 4) **You do not need to make a new wiki - you are just joining wikispaces.**
- 5) Check your email used for joining and confirm that you joined.
- 6) Be sure to write down the user name and password and bring this information with you to the course. This is important because I am unable to recover this information for you so be sure you know this when you come to class.

This process makes you a member of wikispaces. **If you are already a member of wikispaces, you can skip this step.** You will take the next step to become a member of our class wiki when we are together on the first day of class.

Edmodo: Edmodo online course management tool is used for Discussions, Turning in Assignments and ongoing class communication and sharing of resources:

- 1) Go to <http://www.edmodo.com>
- 2) Select “Sign up now” and “I’m a student” (For purposes of this class, I recommend you use your Simmons email and sign up as a student. In the future, you might want to use your personal email or work email to sign up as a teacher.)
- 3) Click on “Groups” and select “Join” – type in the course group code: **28k5uz**
- 4) Follow the prompts
- 5) Be sure to write down your username and password.

For support of any kind with the wiki or Edmodo, please feel free to email your professor.

Academic Requirements

Introductory Discussion Posts	10 points (IN CLASS/ONLINE)
1. Managing the Learning Environment	20 points (IN CLASS)
2. Universal Design for Learning	5 Points (IN CLASS/ONLINE)
3. iPads and Literacy	5 Points (IN CLASS/ONLINE)
4. Curriculum Integration	15 Points (ONLINE)
5. Technology Tools to Support Literacy	15 Points (IN CLASS/ONLINE)
6. Evaluating the Need for Technology	0 Points (IN CLASS/ONLINE)
7. PBL and Multimedia	10 Points (IN CLASS)
8. Final Project	20 Points (ONLINE)

Introductory Class Discussion Posts 10 points (IN CLASS)

Discussions: 10 Points

Each student will participate in the online discussions regarding classroom technology. Posts will be graded for criteria for good discussions online **[10 points]**. (See Rubric).

Discussion Topic #1 Magic Wand

Post **[3 points]** and at least one response to someone else **[2 points]** is **Begin on June 12th**

Discussion Topic #2 Consideration of Barriers

Post **[3 points]** and at least one response to someone else **[2 points]** is **Begin on June 14th**

1. Managing the Learning Environment and Using technology to Accommodate Learning Differences in 21st Century Classrooms: DUE June 12 & 13th (20 Points IN CLASS)

Learn the terminology and comfortable operation of personal computers. Topics are selected to develop a foundation for success in classrooms and include setup and assembling components; user safety; adjustment of controls; operating systems and user interfaces; strategies for saving and retrieving data; storage devices; managing memory and types of peripherals such as monitors, printers and network connectivity options, drivers, using google docs, google drive, and web 2.0 tools.

Scavenger Hunt Activity – Operating Systems and Built-in Accessibility (15 points)

Students will be checked off for the Scavenger Hunt activity addressing the built-in accommodations available in computer operating systems (Mac, Windows and iOS). Student hands-on exploration, Direct instruction, hands-on guidance in class directly relates to the questions found on the Scavenger Hunt. We will also explore Google Chrome browser apps and extensions as well as Google add-ons.

Story Spine Activity – Google Docs, Collaboration, File Management, Sharing & Curriculum Connections (5 points)

2. Universal Design for Learning in the Classroom Discussion: DUE Wednesday, June 17th (5 Points IN CLASS/ONLINE)

Students will be introduced to UDL in class and will continue independent investigation work online via the **Class Wiki** <http://rdg457-1tri2015.wikispaces.com/Universal+Design+for+Learning> to learn about Read/Write Web and Universal Design for Learning with virtual guest speaker Karen Janowski through case studies, presentations, demonstrations, video models and research-to-practice resources.

After completing these investigations, go to the Edmodo Discussion Group for this topic to post your thoughts.

Reflective comprehensive discussion posts to begin by June 17th

3. iPads and Literacy Discussion: DUE Wednesday, June 24th (5 Points IN CLASS/ONLINE)

Students will be introduced to the iPad and key apps in class and will continue investigation work online via the **Class Wiki** <http://rdg457-1tri2015.wikispaces.com/iPads+and+Literacy> exploring resources for finding and reviewing apps, viewing ebook on apps and literacy and viewing video.

After completing these investigations, go to the Edmodo Discussion Group for this topic to post your thoughts.

Reflective comprehensive discussions posts to begin by June 24th

4. Curriculum Integration: DUE July 1st (15 Points ONLINE)

Important things to note about the integration of software, iPads and other tools into the literacy curriculum:

- 1) There is no such thing as a magic wand
- 2) Teaching strategies and systematic teaching methods are still at the center of all you do in the teaching learning process. It is about the curriculum and teaching, not about the tool!

Essential Questions to keep in mind as you explore software, web 2.0 tools, apps and resources.

- Who is the learner? Examine activity characteristics that match learning styles, accommodate student diversity and satisfy curriculum demands.
- What target learning areas did you identify that could be supported by “x”?
- What tools did you find that might provide dynamic learning opportunities?
- How might the features of the tool support specific learner needs?
- Does the tool: Facilitate both teacher and learner control? Encourage flexible and risk-free learning? Allow for multi-sensory learning?
- What strategies for technology integration did you notice?

Curriculum Integration Written Project: 15 Points Due July 1st

Students will be introduced to Curriculum Integration concepts in class and will continue independent investigation work online via the **Class Wiki** <http://rdg457-1tri2015.wikispaces.com/Curriculum+Integration> Students will profile a learner; then select a *FREE web based curriculum activity* for use with the learner and create/enhance a lesson plan using the UDL Lesson Builder Template. Include the following details:

- **Learner Profile [2 points]**
- **Lesson Overview/Goals [2 points]**
- **Methods [2 points]**
- **Assessment [2 points]**
- **Materials [2 points]**
- **Consideration for Differentiated Instruction [2 points]**
- **Consideration of UDL Principles [2 points].**
- **Reflection Discussion Post [1Point]**

Turn in your report to Edmodo in *LastnameCI.doc* format by July 1st.
(See Rubric on class wiki, edmodo or in paper handed out in first class.)

If you do not have a FREE tool you know you would like to explore, please select among the websites posted for you in the Curriculum Integration section of the wiki for designing your plan:



<http://www.pinterest.com/madspugliese/>

5. Technology Tools to Support Literacy DUE July 8th (15 Points ONLINE/INCLASS)

Literacy Technology Tool Exploration Assignment = 15 Possible points

Students are assigned to get to know one technology tool that supports literacy in depth and report to the class. Students may work alone or with a partner(s).

Students will:

1. Install a 30-day trial of selected software or download free app or subscribe to free trial. (Students are also welcome to choose a tool that they currently have and want to explore further.)
2. Explore software and vendor resources available
3. Submit a BRIEF summary to the Google Spreadsheet about the technology tool. It will include:
 - a. The nature of student needs being addressed
 - b. Technical information about the products
 - c. Potential use in standards-based literacy curriculum
 - d. How features available in the products match or address learning needs
 - e. Comments about the company website and resources available
 - f. Share your fact-finding resources (videos, tutorials, etc.)

Submit your report via the shared google spreadsheet:

https://docs.google.com/spreadsheets/d/1o7J4OD62JyI6NKEVihApD_2vlq9hAvzfFQE4SSrqzhs/edit?usp=sharing

4. **Present (5-10mins) to the class on Wednesday July 8th – NO formal presentation is required, just demonstrate software, answer questions, share ideas.**

6. Evaluating the Need for Technology (0 Points INCLASS/ONLINE)

OPTIONAL wikispace online investigation of tools to assess need for reading, writing and other assistive technology accommodations.

<http://rdg457-1tri2015.wikispaces.com/Evaluating+the+Need+for+Technology>

7. Multimedia & Project-Based Learning: Due July 8th (10 Points INCLASS)

PBL Activity with Mulitmedia = 9 points Due Wednesday July 8th In Class

Students will participate in online investigations in class via wikispace **<http://rdg457-1tri2015.wikispaces.com/Project-Based+Learning+Using+Multimedia>**

Students will then participate in a mock project-based learning activity in class earning **3 points** for adding multimedia elements into the project, **3 points** for team participation and **3 points** for participating in the authentic assessment activity that completes the mock activity.

Reflection Post = 1 point

A reflection discussion post **is due** after our face-to-face class meeting by **Wednesday July 15th edmodo** (See Rubric). **(1 point)**

8. Final Project: Due on or before Wednesday July 22nd (20 Points)

What do you want for your classroom? Make a proposal! Students, alone or in pre-approved co-operative groups, will develop a comprehensive plan for integrating the use of computers, devices, software, apps and/or other technologies into the classroom curriculum. Take your time, make it relevant! Your plan **must** include MULTIPLE technology tools: (see Rubric) *Please note! This project is ideal to include in a professional portfolio! Your shopping trip and budget are pretend. The goal is for you to see what it would take to implement an ideal learning situation.*

Proposal can be in the form of a written report, chart, presentation – your choice!

- Learner or Class profile [3 points],
- Strategies for consideration of student diversity [3 points],
- Hardware and peripheral choices, including assistive technology [3 points],
- Details of website search and how selections reflect Curriculum Standards and student needs.
- Details of software search and how selections reflect Curriculum Standards and student needs. [3 points],
- Reflection about your visit to any local computer store or online store or vendor website to "shop" for equipment [2points], and
- Budget [2 points].
- **Project Reflection post DUE Wednesday July 22nd**

Total Final Points possible = 20

DUE on or before Wednesday July 22nd turned in via Edmodo.

Grading of Written Products:

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all written assignments.

Grading scale

A	94 – 100	C	74 - 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B -	80 – 83	D-	60 – 63
C+	77 – 79	F	below 60

Policies of the Education Department, Simmons College:

This course is fast-paced and failure to keep up with the readings, assignments, and lack of participation and ***less than perfect attendance will prove difficult, if not impossible, to recover from.*** We, the members of the Education Department, believe strongly in the contributions and participation of students during class meeting times, and therefore require attendance at all class sessions. We realize that there may be times when, due to extenuating circumstances, attendance may not be possible. We also recognize that as adult learners, you are the best judge as to whether a situation warrants your absence from class; therefore instructors will neither grant nor deny any excused or unexcused absences. Requests for excused absences must be submitted in writing to the Program Director and the Chair of the Department for individual review within one week of the absence. ***For***

every hour of class missed (or portion thereof), the student's grade will be reflected by a 2 point, per hour, reduction from the final grade.

Assessment of participation may seem subjective, but as the educator I maintain heightened awareness of the active and passive forms of participation that each of you take in this course. Your participation, by volunteering and speaking out with questions/answers and active participation in online and classroom discussions are observable evidence of the active role. Roles such as note-taking or thoughtful reflection may be indicators of passive participation on your part, but are more difficult to assess and document by the instructor. Participation, in any form, will be taken into account when determining the final grade. *Excellent attendance and active participation will, most likely, serve favorably in the instructor's determination of this element of class responsibility.*

- 1. If you happen to miss any part class, it is your responsibility to contact a class member so that you will be aware if there has been any change in the class schedule or a change in the assignments, and for course content.**
- 2. Please refrain from using your cell phone and email during class.**
- 3. All written products must be digital.**
- 4. Grammatical/spelling errors result in grade point deductions for written products.**
- 5. Assignments are due on time on the dates indicated. Projects will not be accepted after the due date without consequence. For each day that any paper is late, 1/3 of a grade will be deducted. For example, an A paper would become an A- if one day late, a B+ if two days late, etc.**

Student Need:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important early in the semester that you contact *Disability Services*. (617) 521-2473. Students with disabilities are also encouraged to contact the instructor immediately to discuss their individual needs for accommodations. Accommodations cannot be made except through the Academic Support Center.

Plagiarism:

As stated by Use of Secondary Sources and Collaborative Learning in Papers at Simmons College by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarizing work:

1. A paper copies, literally, or with slight alterations, from another author's work
2. A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution, which are glued together with phrases and sentences of the student's own, writing.
3. The student claims authorship of another person's idea by changing the way that they phrased it.
4. One paper submitted for two separate courses without the authorization to do so.

Friday	Saturday	Sunday
6:00-6:30pm Introduction to peers and course How to use class Wiki & Edmodo Online Discussion #1 Magic Wand 1. Managing the Learning Environment : History/Future of Technology & Education Discussion Shake it Up	8:30-9:00 am Discussions, readings and resources	8:30-9:00 am Discussions, readings and resources
7:00-9:00 Scavenger Hunt Operating Systems, Devices, Browsers & Accessibility Getting to Know your Computer and iPad System software: Control Panels & System Preferences & Settings Setting controls for the learning environment Printing and Connecting Disks, Drives and Storage Memory Using Peripherals	9:00-11:00 Story Spines Saving and Sharing Files Cloud Storage Digital Collaboration 11:00-12:00 2. Introduction to Universal Design: The Myth of Average The UDL Framework and Assistive Technology Making the Curriculum Connection Using Technology	9:00-11:00 3. iPads and Literacy online investigations ipad literacy project ipad ebook for literacy and learning exploration of selected apps 11:00-12:00 4. Curriculum Integration CI theoretical Frameworks (TPACK, SAMR) Instructional Design Software selection strategies to support literacy Planning for Project
	12:00-1:00 Lunch Break	12:00-1:00 Lunch Break
Suggested Readings: <i>The 21st Century Digital Learner</i> <i>Struggling Decoders</i> <i>Expanding the Literacy Toolbox</i> <i>The Future is in the Margins</i>	1:00-2:30 UDL Continued Misunderstood Minds Explore CAST Website UDL Guidelines 2:30-3:30 3. iPads and Literacy Demystifying the iPad Suggested Readings: <i>The Future is in the Margins</i> <i>Access, Participation and Progress</i>	1:00-3:00 5. Technology Tools to Support Literacy Exploring Resources Selection of Tools for Project 3:00-3:30 Wrap-up Suggested Readings: <i>Technology Enhanced Reading Performance</i> <i>AT& Dyslexia</i> <i>Written Language</i>

<i>Online Blended Learning Via Wikispace and Edmodo</i>	Wednesday	<i>Online</i>
2. UDL Online Investigations & Discussions (June 17th) 3. iPad and Literacy Online Investigations & Discussions (June 24th)	8:30-9:00 Discussions, readings, resources & sharing 9:00-11:00 5. Literacy Tool – Hands- On Lab and Presentations Sharing of Independent Literacy technology tool explorations. Technology-based curriculum support tools. 11:00-12:00 7. Multimedia and Project Based Learning: What is multimedia? What role does the Internet play? The iPad? Equipment possibilities?	7. Multimedia reflection post (July 15th) 8. Final Project & Reflection Post (DUE July 22nd)
	12:00-1:00 Lunch Break	
4. Curriculum integration Online Investigations and Lesson Project (July 1st) 5. Independent Literacy Tool Explorations Spreadsheet (July 8th) Suggested Readings: <i>AT Solutions</i>	1:00-3:00 Multimedia PBL Group Activity: Hands-on with multimedia learning technologies. Hands-on technology exploration lab. 3:00-4:00 Multimedia Presentation sharing and authentic assessment 4:00-4:30 Wrap-up & plans for Final Project	